

DOCUMENT RESUME

ED 246 954

JC 840 426

AUTHOR Koehler, C. Russell
TITLE Classroom Supervision of Volunteers: Handbook for
Instructors.
INSTITUTION Olympic Coll., Bremerton, Wash.
SPONS AGENCY Washington Office of the State Superintendent of
Public Instruction, Olympia.
PUB DATE May 84
NOTE 20p.; For related documents, see JC 840 424-427.
AVAILABLE FROM ABE/310 Materials, Learning Center, Highline
Community College, Midway, WA 98032 (free while
supplies last).
PUB TYPE Guides - Non-Classroom Use (055)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Literacy; College
Faculty; Community Colleges; *English (Second
Language); Illiteracy; *Teacher Role; *Teaching
Assistants; Two Year Colleges; *Volunteers; Volunteer
Training

ABSTRACT

Designed for Adult Basic Education (ABE) and English as a Second Language (ESL) instructors at Olympic College, this handbook provides information on the college's efforts to train volunteers as classroom assistants in ABE/ESL education, as well as guidelines for working with volunteers. The first section of the handbook provides background on the Adult Education Volunteer Classroom Assistant Project, the purposes of the handbook, the magnitude of the functional illiteracy problems in Kitsap and Mason Counties, and the potential benefits of using volunteers to meet instructional needs. The next section describes how volunteers are recruited and selected for Olympic College classroom work, focusing on the volunteer orientation program and its objectives. The next section indicates what volunteers may be expected to do and includes a volunteer job description. A discussion of the need to plan specific activities for volunteers is followed by guidelines for supervising volunteers, which present information on volunteer time-keeping, attendances, and use of instructional resources; the visits of volunteer coordinators to the classroom; evaluation of volunteer services, and supervisory tips. Following a list of the rights and responsibilities of volunteers, the handbook concludes with a discussion of ways of recognizing their contributions. An evaluation form for ABE/ESL volunteers is included. (AYC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED246954

OLYMPIC COLLEGE

Serving Kitsap & Mason Counties

Classroom Supervision of Volunteers Adult Education Program

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

W. M. Simpson

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.



OLYMPIC COLLEGE
16th & Chester Bremerton, WA 98310
an Island Community College

CLASSROOM SUPERVISION OF VOLUNTEERS

HANDBOOK FOR INSTRUCTORS
OLYMPIC COLLEGE
ADULT EDUCATION PROGRAM

This handbook was developed with funds provided by the Washington Superintendent of Public Instruction under a grant from Section 310 of the Adult Education Act.

C. Russell Koehler
Olympic College Advisory Committee
for Adult Education
Bremerton, WA 98310
May, 1984

Contents

	page
OLYMPIC COLLEGE ADULT EDUCATION VOLUNTEER CLASSROOM ASSISTANT PROGRAM.	1
Background.	1
Purpose of This Handbook	2
Functional Illiteracy and Volunteerism	2
HOW VOLUNTEERS ARE RECRUITED AND SELECTED FOR OLYMPIC COLLEGE CLASSROOM WORK	3
The Volunteer Orientation	5
Orientation Objectives.	6
VOLUNTEER DUTIES.	7
Volunteer Job Description	8
PLANNING FOR VOLUNTEERS	9
SUPERVISING VOLUNTEERS	10
VOLUNTEER RECOGNITION	15

OLYMPIC COLLEGE
ADULT EDUCATION
VOLUNTEER CLASSROOM ASSISTANT PROGRAM

Background

A high demand for Adult Basic Education (ABE) and English as a Second Language (ESL) education causes high enrollments for classes at Olympic College. Within classes, students of diverse abilities and skills are frequently present. For example, ABE students have skills ranging from illiterate to eighth grade levels, and ESL students range from advanced to beginning in their English speaking/writing skills. Help is needed to allow instructors to individualize instruction and deal more flexibly with the diverse students. But low levels of State and Federal funding for these tuition-free classes precludes hiring additional instructors.

In March 1984, a small grant was requested and received under Section 310 of the Adult Education Act. The purpose was to develop a pilot project for the use of unpaid, volunteer classroom assistants to work in classes under the supervision of ABE and ESL instructors. Olympic College Adult Education Advisory Committee Members, with the assistance of the Director of Continuing Education, Extensions, and Community Service, conducted the following activities:

- a. assessed specific classroom instructor needs;
- b. developed a volunteer recruiting plan and recruited volunteers;
- c. developed and conducted a volunteer orientation;
- d. placed volunteers with classroom instructors;
- e. developed three handbooks:
 - (1) a handbook for volunteers,
 - (2) a handbook for coordinators of volunteers, and
 - (3) a handbook for teachers working with volunteers.

Purpose of Instructor's Handbook

The purpose of this Handbook is to provide information to instructors about the volunteer program as it is intended to work, provide guidelines for working with volunteers in the classroom, indicate what volunteers may and may not be expected to do, and inform instructors about volunteer capabilities.

Functional Illiteracy and Volunteerism in our District

THE GOAL OF THE ABE/ESL PROGRAM AT OLYMPIC COLLEGE
IS TO REDUCE THE FUNCTIONAL ILLITERACY RATE OF
KITSAP AND MASON COUNTIES.

External to Olympic College, volunteerism as a method of working against functional illiteracy is widespread. Some is coordinated by church and other agencies; other volunteer tutors are working independently. Much volunteer work takes the form of one-to-one tutoring and small group instruction within homes--either the volunteers' homes or the homes of the learners--or in church meeting rooms, libraries or school classrooms at night.

Many of the volunteer workers learn of the need for their service through churches or service groups to which they belong. Often a tutor begins working with a functionally illiterate adult and increases the learner's skills or, more importantly, confidence level to a point enabling success in a regular class--at which point the learner enters the Olympic College program, and the volunteer tutor begins work with another.

Estimates indicate as many as 200 to 400 volunteers are working independently or under an agency's auspices in Kitsap & Mason Counties.

A GOAL OF THE OLYMPIC COLLEGE ADULT EDUCATION ADVISORY COMMITTEE IS TO IMPROVE THE COORDINATION BETWEEN THIS VOLUNTEER NETWORK AND THE COLLEGE.

HOW VOLUNTEERS ARE RECRUITED AND SELECTED FOR OLYMPIC COLLEGE CLASSROOM WORK

Volunteers call us--usually because they have heard about the need from someone else, or because they read about it on a poster or the newspaper, or saw a flyer. Some important sources have also been instructors themselves, who mentioned the need to a friend--and the friend became a volunteer. Another source has been from University adult teacher education students who wanted classroom experience and/or gained internship credit for working with Olympic College classes.

When a potential volunteer classroom assistant is identified, several actions take place:

1. The volunteer completes an application/information sheet.

This is a screening device to ensure the volunteer is willing to commit to a reasonable amount of time and is at least a high school graduate. It also allows an initial review of the volunteer's interest to aid in appropriate class placement.

2. The volunteer has a personal interview.

This is a second "screening" to determine whether the volunteer is suited for working with disadvantaged students and to determine their personal motivations and capabilities.

3. The volunteer signs an agreement with Olympic College to perform volunteer services for a specific length of time at no pay.
4. The volunteer attends an orientation, and receives instruction in ABE student characteristics, basic classroom practice and College Policies.
5. The volunteer is placed.

This will always be under the supervision of an instructor in a class the instructor teaches for which the volunteer has expressed a preference. The instructor will be an instructor who has requested volunteer assistance.

It should be noted that, as a rule, volunteers will not be subject matter experts, though they will be screened to ensure average or above abilities in basic literacy: reading, writing, mathematics, and communications skills.

When needs were assessed, instructors indicated a strong preference for volunteers with personal characteristics enabling work with the kind of adults we serve in our programs. Volunteers will be from a wide range of backgrounds, but will like to work with people and have the patience needed for adult basic education students. During the screening, interview, and orientation for volunteers, an attempt will be made to ensure volunteers are people with the empathy for functionally illiterate adults, commitment to reducing illiteracy, flexibility, and reliability.

YOU WILL BE ASKED TO MEET WITH ANY VOLUNTEER PRIOR TO "GOING TO WORK" WITH THE VOLUNTEER. At the initial meeting, you are encouraged to discuss with the volunteer the kind of students and activities the volunteer will encounter with you. Additionally, you should assess immediately whether you will like working with the volunteer and, if not, do not hesitate to say so. Specific suggestions for initial meetings, supervision of the volunteer, and duty assignments are made in another section of this handbook.

The Volunteer Orientation

Before a volunteer is assigned to work with you, an orientation takes place for the volunteer. So that you will have an idea of what the volunteer may be expected to know, the objectives of the orientation are listed on the following page.

There are three important aspects to the orientation:

1. characteristics of ABE/ESL students,
2. methods for working with ABE/ESL students--including some basic approaches for teaching reading, and
3. volunteer program administration and policies.

It should be realized that the orientation is brief--approximately three hours. For some volunteers, it may be their first exposure to the instructional side of classroom work. So, when they first begin working with you, volunteers may need to be shown the materials you use and where they are located, may need brief reminders on how to use some of the materials, and may need very specific instructions from you at first on exactly what you want them to do for you. (Again, specific suggestions for volunteer supervision follow in a later section of this handbook).

Orientation Objectives

Each volunteer will

1. understand the nature of functional illiteracy.
 - a. State why some adults are functionally illiterate.
 - b. Describe the difficulties faced by adult functional illiterates.
 - c. Describe the difficulties in overcoming functional illiteracy.
2. understand the basic organization and functions of the Olympic College ABE and ESL programs.
 - a. Name the key people on the ABE/ESL staff.
 - b. Describe the types, locations, and general time frames of ABE/ESL program classes offered.
 - c. Summarize the funding/budgeting problem.
 - d. Relate the difficulties faced by ABE/ESL instructors in classes.
 - e. Name activities which volunteers perform to assist ABE/ESL classroom instructors.
 - f. **State** how the Olympic College volunteer program differs from other literacy volunteer programs.
3. understand the needs and motivations of adult learners in ABE/ESL **classes**.
 - a. Describe the personal frustrations experienced by adult functional illiterates.
 - b. Practice learning **beginning** reading and writing.
 - c. Describe difficulties for adult beginning readers in making progress.
 - d. Contradict the motivations and concerns of adult learners.
4. practice basic approaches to teaching reading.
5. **understand** classroom and teaching duties, ethics, and practices.
 - a. state precautions in language to use with beginning students.
 - b. describe the ethics of confidentiality of information.
 - c. relate the role of volunteers and volunteer-teacher working relationships.
6. know administrative procedures and college policies.
 - a. complete needed volunteer forms & logs.
 - b. relate parking, smoking, safety, and related policies.
 - c. state specific times/days of volunteer assignment and name of teacher to whom assigned.

Handout-1

VOLUNTEER DUTIES

Volunteers may assist you with either the learning process or with classroom administrative duties--though the emphasis should be on assisting with students. For example, a volunteer might work individually with a new arrival to your class to help assess his or her abilities and educational level--while you continue working on an in-progress lesson with other students. Or the volunteer might tutor individuals or small groups of students on assigned topics--or in solving problems--while you work with other individuals or small groups. The volunteer might also assist with the supervision of students reading, writing, language experiences activities, conversation practice, or drills while, again, you work with different groups of students.

Instructors in the Olympic College Programs--some working with two or three volunteers at a time--have used volunteers for all of these:

1. acting as individual or small group tutors and coaches,
2. overseeing students in problem solving, special studies, and progress checks,
3. conducting instructor-supervised group sessions on special topics involving the volunteer's own area of expertise,
4. conducting drills and conversation sessions for small groups of ESL students,
5. assisting with student assessments for functional grouping purposes, and
6. aiding in students' confidence and esteem building.

On the next page is a published job description for Olympic College volunteers. Each volunteer is supervised by a teacher in performing some of the activities listed--those the volunteer is able to perform and which the instructor needs to assign.

OLYMPIC COLLEGE
ABE/ESL Classroom Volunteer Job Description

Assists ABE and/or ESL teacher during scheduled class hours and at other times outside the classroom by tutoring or coaching individual students or small groups of students:

1. coaches or tutors individuals or small groups to provide reinforcement of learning, review or subject enrichment;
2. corrects student work;
3. helps students practice reading, spelling, writing, making speech sounds, and solving arithmetic problems;
4. administers placement evaluations, formative and summative examinations, and followup examinations;
5. develops and uses lesson materials such as handout and overhead masters, flash cards and charts;
6. assists instructor in arranging and conducting field trips and inviting outside resource persons to class;
7. assists students in borrowing and returning materials;
8. advises classroom instructor of students with difficulties;
9. supervises student completion of individual assignments such as reading, writing and problem-solving activities.

May attend faculty meetings with supervising teacher, assist students with out-of-class difficulties or refer students to social agencies to remediate difficulties.

Works two to six hours per week on a regular basis with a teacher.

Must be 18 years of age or older, speak, read and write English fluently and conversationally, be responsive to the needs of disadvantaged, undereducated, and/or non-native-English-speaking adult students. Desirable to have some experience in working with undereducated or disadvantaged adults, some college education.

PLANNING FOR VOLUNTEERS

You know what activities your students need and what assignments you will make for them. Volunteers assigned to work with you need specifically assigned activities as well. The activities they perform are activities you need help with.

As soon as a volunteer is assigned to work with you, plan which specific activities you will assign to the volunteer.

Tell the volunteer at the initial meeting the activities with which you need help. Be straightforward. The volunteer has volunteered to help and, if you are nervous about assigning work, the volunteer may feel you don't want help.

When a volunteer has completed a task, assign another one. If the volunteer must spend time in non-productive activities, the volunteer might soon decide that volunteering elsewhere would be of greater value.

Don't forget, however, that some of the activities you perform may be new to the volunteer. They will have been introduced to some of the instructional methods and "jargon"--but it will be all new and they may have forgotten some of it. The volunteer will usually tell you if he/she can't do something you've assigned. It is more than likely that the volunteer simply has forgotten something or isn't sure what you mean. Check to see if this is the case by giving a brief explanation of how to do it.

SUPERVISING VOLUNTEERS

Volunteers will know that they are directly responsible to classroom instructors to whom they are assigned. Each volunteer is under the supervision of a classroom instructor. The instructor is responsible for the actions of the volunteer within the bounds of the classroom and may delegate activities to the volunteer.

Essentially, volunteers are assigned to assist teachers, but not to take the place of teachers. Under no circumstances should a volunteer be assigned to teach a class in the absence of the teacher. Should a circumstance arise in which an assigned teacher is unable to be present with a class at an assigned time (because of illness, accident or other unexpected factor), regular College procedures for the notification of the students should be followed--with the additional proviso that the volunteer may assist with notification/dismissal of the class. In fact, it is anticipated the the volunteer, by assisting in the procedure, may help to re-assure students that the class will re-convene at the next scheduled time.

Volunteer Time-keeping

Volunteers are briefed to maintain a log of the hours they work with you (or with others). They may ask you occasionally for assistance in the use of terminology or for directions to the mailroom (where they leave logs in the Director's mailbox).

Volunteer Attendance

At the first meeting you and the volunteer should ensure you mutually agree on the days and times the volunteer will be there. Advise the

volunteer that you will be spending time in planning activities for her/him in advance. It will be awkward for you and the students if the volunteer fails to attend and work at an anticipated time. The volunteer has been instructed to contact you if an emergency prevents attending at a planned time, but you and the volunteer will need to exchange phone numbers at the beginning--or agree on another method of notification.

Use of Instructional Resources

The volunteer may be expected to understand some basic methods of teaching reading. But unless the volunteer has performed this sort of work in the past, the volunteer will be unfamiliar with the type or location of instructional resources you are using. You should plan to brief the volunteer early during his/her service on location, type and use of resources you will be using.

Visits to Classes

The Volunteer Coordinator and/or Director will occasionally visit your class during periods when volunteers are working. The visits will be kept brief to prevent interference with normal activity. During the visit you and the volunteer will be asked to identify any problems which may exist for the purpose of resolving them.

Evaluation of Volunteer Services

On/near the end of each quarter, you will be asked to complete an evaluation sheet for each volunteer. Please feel free to share the information with the volunteer as well, but return the sheet to

the Director or the Volunteer Coordinator. Information from the evaluation is held in the confidential volunteer file and is used to plan follow-on training for volunteers. An illustration of the volunteer evaluation form is on the following page.

Additionally, you will be occasionally asked to complete a short questionnaire about the volunteer program effectiveness. Your responses and those of other instructors will be used to plan improvements to the volunteer program.

Some Supervisory Tips

- Increase flexibility by becoming a classroom manager---delegate authority to volunteers.
- Ensure volunteers understand professional "jargon"--think about instructions you provide--do terms need defining?
- Encourage volunteers to use imagination and allow experimentation.
- Use the resources the volunteer brings in aiding instruction--the volunteer will have expertise, potential, interests, in unexpected areas.
- Plan outside activities for the volunteer--classroom preparation in the form of "homework assignments" for the volunteer.
- Be sensitive to what the volunteer does best, and use the volunteer's strengths--rather than criticizing weaknesses.
- Ensure good use of volunteer time by providing assignments--duties--activities--with explanations when needed.
- Ensure the volunteer knows you are the classroom leader and that you are the person they should seek to resolve difficulties.
- Make your efforts teamwork efforts--the ultimate goal of all activities, assignments, decisions is the student's learning.
- When a volunteer does a good job, say so. When a volunteer fails, plan a solution jointly.

OLYMPIC COLLEGE
DIVISION OF ADULT AND CONTINUING EDUCATION AND COMMUNITY SERVICES

ABE/ESL VOLUNTEER
Instructor Evaluation

Volunteer's Name _____ Term _____

Type of Class: Reading _____ Writing/Spelling _____ Mathematics _____ ESL _____ Other: _____

Volunteer's Schedule: Days _____ Times _____

VOLUNTEER CHARACTERISTICS	Not Observed	Needs Improvement			Satisfactory			Commendable		
1. Dependability		1	2	3	4	5	6	7	8	9
2. Cooperativeness		1	2	3	4	5	6	7	8	9
3. Enthusiasm		1	2	3	4	5	6	7	8	9
4. Self-confidence		1	2	3	4	5	6	7	8	9
5. Efficiency		1	2	3	4	5	6	7	8	9
TUTOR-COACH ABILITIES										
1. Subject expertise		1	2	3	4	5	6	7	8	9
2. Explaining/Demonstrating		1	2	3	4	5	6	7	8	9
3. Questioning/Assessing		1	2	3	4	5	6	7	8	9
4. Supervising/Controlling		1	2	3	4	5	6	7	8	9
5. Student Interest		1	2	3	4	5	6	7	8	9
6. Student Satisfaction		1	2	3	4	5	6	7	8	9

Since you started working with this volunteer have you noted improvements in

- a. student motivation? yes ___ no ___
- b. classroom efficiency? yes ___ no ___
- c. student progress? yes ___ no ___

For yes responses, please describe how the volunteer has helped: _____

For what duties do you feel the volunteer needs additional training? _____

Instructor's Signature _____ Date _____

Volunteer Rights and Responsibilities¹

The volunteer has the right

- to be a volunteer
- to be carefully assigned
- to careful supervision
- to be involved in planning and evaluation
- to do meaningful and satisfying work
- to be regarded as a person

The volunteer has the responsibility

- to be open and honest with you
- to understand time and task commitment
- to work for acceptance and respect
- to participate in evaluation when asked
- to share thoughts and feelings with you
- to respect confidentiality
- to seek honest feedback
- to bring enthusiasm and service

¹Adapted from Wilson, M. Volunteerism: putting it all together.
Paper presented to the Boston Voluntary Action Center
Institute. Boston: October 1975.

VOLUNTEER RECOGNITION

Each volunteer comes to work for a different reason. It is believed that most of the reasons can be categorized into personal needs--needs for socialization, belonging, involvement, commitment or making a contribution.

Volunteers, however, don't get paid and unfortunately can't eat socialization, belonging, involvement, commitment or sacrifices. Sometimes volunteers quit and of the various reasons for quitting, three major reasons are:

1. they didn't have anything to do--or enough to do,
2. they had poor supervision, and/or
3. no one ever thanked them.

Some truisms are that good supervision equals valid and useful assignments equals good working relationships, and that good working relationships equals frequent recognition for work well done equals volunteer satisfaction equals good publicity for volunteer programs equals more volunteers.

We won't have volunteers unless the volunteers are satisfied.

Some tips for volunteer satisfaction are given above. Others include:

1. Share information with volunteers--invite them to faculty meetings.
2. Tell them when they are doing well.
3. Submit names of exceptional volunteers as volunteer-of-the-month.
4. Write a letter of appreciation or recommendation when possible.
5. Invite ideas and provide interesting opportunities.

6. Show concern for the volunteer.
7. Show them how they are helping others in your class.
8. Have occasional faculty-volunteer coffees or teas.
9. Be present at award presentations.

As indicated above, satisfaction on the part of volunteers equals more volunteers.

ERIC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA

AUG 24 1984

8118 Math-Sciences Building
Los Angeles, California 90024